Fashion Design

Primary Career Cluster:	Arts, A/V Technology & Communications
Program Manager:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6008
Prerequisite(s):	*Foundations of Fashion Design* (6120)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Arts, A/V Technology & Communications courses.
Programs of Study and Sequence:	This is the third course in the *Fashion Design* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org Pamela Sieffert, (615) 532-6270, Pamela.Sieffert@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit /dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 059, 154, 450, 452
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html

Course Description

Fashion Design is an applied-knowledge course intended to prepare students to pursue careers in the fashion industry. Building on the knowledge acquired in *Foundations of Fashion Design*, this course places special emphasis on apparel manufacturing and merchandising, marketing applications, and product and service management. In addition, students will explore trends in fashion design and engage with industry-specific technologies used to produce a variety of fabrics,

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garments, and accessories. Upon completion of this course, proficient students will have created an original fashion collection.

Program of Study Application

This is the third course in the *Fashion Design* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Arts, A/V Technology and Communications website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-arts-av-tech.html.

Course Standards

Occupational Safety

1) Demonstrate the ability to comply with personal and environmental safety practices associated with textile applications: the use of adhesives; hand tools; machines; and the handling, storage, and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.
    a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
    b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
    c. Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor. Compare occupational safety skills included in the portfolio to safety skills designated in authentic career postings.

Merchandising and Promotion

2) Evaluate data from multiple sources, including textbooks and fine art books, to support analysis of the psychological characteristics of colors. For example, compare and contrast warm and cool color palettes. Craft an argument examining the effects on consumer preferences and buying trends when color psychology is employed in the marketing of fashion products. Assess the implications for the selection of fabrics for apparel and accessory design.

3) Identify fundamental techniques and design concepts of fashion merchandise presentation. Research the influence of visual merchandising on consumer purchase decisions. Create a checklist to appraise visual displays for effective and efficient use of display space, lighting, and merchandise. Apply principles of visual merchandise organization by creating an original merchandise display.

4) Design a visual representation of a store layout incorporating aesthetic considerations of merchandise, services, and customers. Assess how point of view or purpose of the store layout affects content, style, and color choices. Store layout representation could include:
    a. Freeflow Layout
    b. Grid Layout
    c. Spine Layout

        d. Loop Layout
        e. Parallel Layout

5) Examine the importance of establishing and maintaining merchandise flow processes and strategies for successful management of merchandise logistics. Compare and contrast the role of merchandise flow in evaluating and responding to the needs of the business and consumers.

6) Identify promotion strategies used in the fashion industry for communication of product information. Consult sample catalogues, professional commentary, shopping apps, and related print and digital sources to determine the impact of technology and social media on fashion marketing and promotion.

Product and Service Management

7) Categorize types of retail clothing stores based on size, company organization (traditional, catalogue, internet), and range of products (variety or specialized). Examine how these retail stores operate within an integrated supply chain, using software such as Electronic Point of Sale (EPSO). Assess how the target population of a store shapes the content and style of the products it sells.

8) Analyze principles of merchandise planning and buying and explain how they relate to each other and the fashion industry as a whole. Use merchandise planning software solutions to coordinate a buying plan that includes the following elements:
        a. Selection of merchandise
        b. Establishment of retail prices
        c. Ongoing ordering processes
        d. Management of supplier relationships
        e. Strategic merchandising
        f. In-store advertising

Marketing and Trends in Fashion Design

9) Identify basic principles of marketing, including but not limited to market analysis, planning, implementation, and control. Create a checklist of common marketing plan components (e.g., marketing objectives, customer analysis, marketing strategies, and tactics). Evaluate data and conduct an original fashion design analysis for a real or invented clothing line using the four basic elements of a fashion marketing plan:
        a. Product development
        b. Price
        c. Distribution management
        d. Promotions and communications

10) Examine components of market analysis and trends research related to fashion design (i.e., season, target market, colors, fabrics, texture, usage). Analyze how and why individuals, events, and ideas develop and interact to create seasonal fashion trends. Research and interpret technical data to forecast trends in fashion and identify target markets.

11) Analyze the demographics of target markets to predict consumer requirements and preferences. Integrate research and analysis data to create original fashion collections for domestic and global markets using computer-aided design applications.

12) Create a comprehensive seasonal buying plan using industry-related budget designing software. Formulate basic budget functions including the following elements: planning process, buy quantity, and benchmarks for progress evaluation and plan adjustment.

13) Create a window presentation for a retail store incorporating an original garment design and accessories. Create modified display options to accommodate different seasons, events, and customer demographics.

Creation of Fashion Collection

14) Drawing on current and historic trends in the color, texture, and print of fabrics used for garment designs, develop a collection of apparel and accessories for different lifestyles and seasons using hand sketches or computer-aided design.

15) Justify the use of certain fabrics and trims for the needs of selected target markets and garment functionalities, citing market research or industry journals to support decisions. Analyze how properties of fabrics affect garment performance and cost. Compose an informative presentation from textile choices through the product development for a chosen target market.

16) Compile a list of materials required for a presentation board featuring a wide range of material samples. Evaluate sample elements to determine the most effective combination for creating a comprehensive fashion collection using a variety of colors, fabrics, sketches, and/or industry software designs.

17) Assemble a presentation board that incorporates a collage of color samples, fabrics, and sketches, mounted with color renderings that logically present a particular fashion collection by color or style of design. Create a name for each garment in the collection for tracking and communication to potential clients.

18) Compose and present a clear and coherent written justification for the presentation board that explains the principles of design, choice of samples, and analysis of the fashion collection.

19) Construct one or more garments from one of the student-designed collections developed in previous standards. Demonstrate basic garment construction skills and techniques, using samples provided on the presentation board. Demonstrate proficiency in proper pressing, fitting, alteration, finishing, and embellishment for quality garment construction. Demonstrate the appropriate use, selection, and maintenance of equipment, tools, and sewing supplies for the construction of apparel.

Standards Alignment Notes

References to other standards include:
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, FACS.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.